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School Administration and School Reports.—Under the foregoing title¹ Professor Hanus has gathered a number of addresses and essays sufficiently divergent in theme that he has felt it necessary to state in the Preface, as the unifying principle of the compilation, his desire to aid superintendents of schools to formulate, define, and justify both their educational doctrines and their supervisory and administrative policies. But this lack of apparent unity in no wise lessens the value of the several individual essays.

The title seems to be determined by the first four of the essays. The clear-cut statement of principles of school administration and of the bases of determining the efficiency of the administration of a system of schools, and the analysis of typical school reports and the suggestions for their improvement contained in these chapters have in themselves much more than enough of value to justify the volume.

Other essays report specific studies in the measurement movement, deal with the place in state school systems of graduate schools of arts and sciences, discuss German schools as compared with American school ideals and practices, and tell of the plans for the new Harvard Graduate School of Education.

The cost of public education.—While for some time past there has prevailed a general impression that the cost of public education is fast approaching the limit of possible revenue therefor, sufficient objective data have not been presented in a form to show the certain tendencies of the separate factors most largely responsible for the ever-increasing appropriations required for school support. The experiences of the last four years which have centered attention upon the item of cost in the administration of all our institutions and which have doubly jeopardized the schools because of the general rigidity of our scheme of maintenance have aroused considerable speculation concerning means of meeting the situation without a lowering of accepted standards or a lessening of the scope of education at public expense. This apprehension has been the keener because of the lack of any measured expression either of the tendencies of costs or of the limits of possible revenue. Hence the recent study² of the Russell Sage Foundation which throws light upon both these aspects of the situation will be received with interest.

The study is based upon data included in the reports of the United States Commissioner of Education, and covers the period from 1870 to 1918. By means of the "line of trends" the writer presents a striking picture of the drift of annual expenditures for public education in the United States during the period noted, comparing this with a similar representation of the growth in pupil attendance. Noting the fact that teachers' salaries and new buildings

¹ PAUL H. HANUS, *School Administration and School Reports*. Boston: Houghton Mifflin Co., 1920. Pp. xi+200. \$1.75.

² W. RANDOLPH BURGESS, *Trends of School Costs*. New York: Russell Sage Foundation, 1920. Pp. 142. \$1.00.

absorb four-fifths of all school expenditures for the year 1917-18, an analysis is made of the trends of teachers' salaries since 1840, the salaries of rural and city teachers, both men and women, being considered separately. Interesting comparisons of these with the lines representing the trends of the cost of living and of the salaries of other workers are presented. Likewise, the tendencies with reference to costs of buildings are similarly shown.

A special set of tables and graphs indicates the trends of such costs during the period from 1915-20. From the data presented the writer concludes that "to buy the same amount of educational service in 1920 as in 1915 it will be necessary to double the school budget."

The closing chapter deals with the sources of income for school support. It is shown that while school costs have tripled during the past forty years, the assessed valuation of property has only doubled. It is asserted that present needs cannot be met by adjustments in city budgets, but call for large additional revenue. The writer looks for a solution of the difficulty in an equitable assessment of real estate values and expresses the conviction that "in spite of large increases in the tax rate in recent years, there are no indications that the limit which real property can bear has been reached."

Theory and practice in English education.—In presenting his somewhat comprehensive survey of the field of educational theory and practice, the author of a new book¹ from the English press justifies his action in attempting what has often been done before by the fact that the data of education are presented in his volume from a definite point of view. Explaining this point of view, he declares it his purpose "to reassert the claim of Individuality to be regarded as the supreme educational end, and to protect that ideal against both the misprision of its critics and the incautious advocacy of some of its friends."

The book includes fifteen chapters given to the discussion of such topics as "The Aim of Education," "Life and Individuality," "Routine and Ritual," "The 'Play-Way' in Education," "Imitation," "Instinct," "The Mechanism of Knowledge and Action," and "The School and the Individual." The last-named chapter is in itself a tolerably complete statement of the author's philosophy of education. The following excerpts from that chapter express in the main the point of view emphasized by the volume as a whole.

We conclude, then, that the idea that a main function of the school is to socialize its pupils in no wise contradicts the view that its true aim is to cultivate individuality. . . . Hence, while the school must never fail to form its pupils in the tradition of brotherly kindness and social service, it must recognize that the true training for service is one that favors individual growth, and that the highest form of society would be one in which every person would be free to draw from the common medium what his nature needs, and to enrich the common medium with what is most characteristic of himself [p. 198].

¹ T. PERCY NUNN, *Education: Its Data and First Principles*. New York: Longmans, Green & Co., 1920. Pp. vii+224.